COMPETENCY ①①① The beginning bilingual education teacher understands the foundations of bilingual education and the concepts of bilingualism and biculturalism and applies this knowledge to create an effective learning environment for students in the bilingual education program.

The beginning teacher:

- Understands the historical background of bilingual education in the United States, including pertinent federal and state legislation, significant court cases related to bilingual education, and the effects of demographic changes on bilingual education.
- Understands procedures (e.g., Language Proficiency Assessment Committee LPAC) for the identification, assessment, and instructional placement of English Language Learners ELLs.
- Demonstrates an awareness of global issues and perspectives related to bilingual education, including how bilingual education and bilingualism are perceived throughout the world.
- Understand the importance of creating an additive educational program that reinforces a bicultural identity, including understanding the differences between acculturation and assimilation.
- Uses knowledge of the historical, legal, legislative, and global context of bilingual education to be an effective advocate for the bilingual education program and to advocate equity for bilingual students.
- Understands convergent research related to bilingual education (e.g., best instructional practices as determined by students achievement) and applies convergent research when making instructional decisions.
- Knows models of bilingual education, including characteristics and goals of various types of bilingual education programs, research findings on the effectiveness of various models of bilingual education, and factors that determine the nature of a bilingual program on a particular campus.
- Uses knowledge of various bilingual education models to make appropriate instructional decisions based on program model and design, and selects appropriate instructional strategies and materials in relation to specific program models.
- Knows how to create and effective bilingual and multicultural learning environment (e.g., by demonstrating sensitivity to students’ diverse cultural backgrounds and generational/acculturation differences, showing respect for regional language differences, incorporating the diversity of the home into the classroom setting, applying strategies to bridge the home and school cultural environments).
- Knows how to create a learning environment that addresses bilingual students’ affective, linguistic, and cognitive needs (e.g., emphasizing the benefits of bilingualism and biculturalism, selecting linguistically and culturally appropriate instructional materials and methodologies).

COMPETENCY ②②② The beginning bilingual education teacher understands processes of first-and-second-language acquisition and development and applies this knowledge to promote students’ language proficiency in their first language (L1) and second language (L2).

The beginning teacher:

- Understands basic linguistic concepts in L1 and L2 (e.g., language variation and change, dialects, register) and applies knowledge of these concepts to support students’ language development in L1 and L2.
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- Demonstrates knowledge of major language components (e.g., phonetics, phonology, morphology, syntactic features, semantics, and pragmatics) and applies this knowledge to address students’ language development needs in L1 and L2.
- Demonstrates knowledge of stages of first- and second-language development and theories/models of first- and second-language development (e.g., behaviorist, cognitive), and understands the instructional implications of these stages and theories/models.
- Applies knowledge of linguistic concepts and theories, models of language acquisition to select and implement linguistically and developmentally appropriate instructional methods, strategies, and materials for teaching L1 and L2.
- Understands the interrelatedness and interdependence of first- and second-language acquisition and assists students in making connections between languages (e.g., using cognates, noting similarities and differences).
- Knows and uses effective, developmentally appropriate methodologies and strategies for teaching English as a Second Language (ESL) and for supporting ESL development across all areas of the curriculum.
- Understands cognitive, linguistic, social, and affective factors affecting second-language acquisition (e.g., academic background, length of time in the United States, languages status, age, self-esteem, inhibition, motivation, home/school community environment, literacy background) and uses this knowledge to promote students’ language development.

COMPETENCY The beginning bilingual education teacher has comprehensive knowledge of the development and assessment of literacy in L1 and the development and assessment of literacy in L1 and the development and assessment of biliteracy.

The beginning teacher:

- Knows common patterns and stages of literacy development in L1 and how to make appropriate instructional modifications to deliver the statewide language arts curriculum in L1 to students at various levels of literacy development.
- Knows types of formal and informal literacy assessments in L1 and uses appropriate assessments on an ongoing basis to help plan effective literacy instruction in L1.
- Knows the state educator certification standards in reading/language arts in grades EC-4, understands distinctive elements in the application of the standards for English and for L1, and applies this knowledge to promote bilingual students’ literacy development in L1.
- Knows how to help students transfer literacy components from L1 to L2 by using students’ prior literacy knowledge in L1 to facilitate their acquisition of L2 literacy, including using explicit instruction to help students make connections between L1 and L2 (e.g., in phonemic awareness, decoding skills, comprehension strategies).
- Knows how to apply linguistic concepts (e.g., comprehensible input) and integrate ESL techniques in reading instruction to promote the development of L2 literacy.
- Knows how to promote students’ biliteracy (e.g., maintaining students’ literacy in L1 while developing students’ literacy in L2, by using ongoing assessment and monitoring of students’ level or proficiency in oral and written language and reading to plan appropriate literacy instruction in L1 and L2, by including authentic children’s literature in L1 and L2).
COMPETENCY The beginning bilingual education teacher has comprehensive knowledge of content area instruction in L1 and L2 and uses this knowledge to promote bilingual students’ academic achievement across the curriculum.

The beginning teacher:

- Knows how to assess bilingual students’ development of cognitive-academic language proficiency and content-area concepts and skills in both L1 and L2 and to use the results of these assessments to make appropriate instructional decisions in L1 and L2 in all content areas.
- Knows how to create authentic and purposeful learning activities and experiences in both L1 and L2 that promote students’ development of cognitive-academic language proficiency and content-area concepts and skills as defined in the state educator certification standards and statewide curriculum (TEKS).
- Knows strategies for integrating language arts skills in L1 and L2 into all content areas and how to use content-area instruction in L1 and L2 to promote students’ cognitive and linguistic development.
- Knows various approaches for delivering comprehensible content-area instruction in L2 (e.g., sheltered English approaches, reciprocal teaching) and can use various approaches to promote students’ development of cognitive-academic language and content-area knowledge and skills in L2.
- Knows how to differentiate content-area instruction based on students needs and language proficiency levels in L2 and how to select and use a variety of strategies and resources, including technology, to meet students’ needs.
This is really important:

**C-** Cooperative learning

**H-** (HOTS) Higher Order Thinking Skills, Bloom’s Taxonomy

**I-** Integrated lessons (multiple subjects at once)

**L-** Learner centered (all about the students, not the teacher)

**D-** Diversity

I. **Historical Development of Bilingual Education**

   a) Bilingualism and Biculturalism
   b) Languages used during the colonial period English, German and French

II. **Seventeenth and nineteenth Centuries (XVII-XIX)**

   a) XIX- Parochial and public schools offering Dual Language
   b) XVI- German: language for instruction
   c) Legislatures of Ohio, New Mexico, Louisiana were passed to offer dual language
   d) Europe ≠ Immigrants of Colonial Period
   e) English emerged as the National Language

III. **Twentieth Century (XX)**

   a) English emerged
   b) Americanize Immigrants
   c) Punishment for people using their home language in the playground or the classroom
   d) Submersion of English- to English Language Learners ELLs without any support- “sink or swim”

IV. **1920 through 1960**

   a) Cuban Revolution 1959 paved Bilingual Education
   b) B) First dual program offered at Coral Way Elementary, Dade County, Florida
   c) University of Michigan- studies for Bilingual Education

V. **Civil Right Act 196**

   a) African-American and Latinos advocates for Bilingual Education
   b) Title VI: Schools receiving Federal Funds prohibits discrimination ≠ race & color
   c) Title I (known as Title VII now): helped children low socioeconomic backgrounds
VI. **Intervention of the Federal Government**

a) 1965 Congress enacted (ESEA) Elementary and Secondary Education Act- 31 years
b) Major components of ESEA Title I and Title VI
c) ESEA replaced by NCLB “No Child Left Behind”

VII. **Important points over the years**

a) 1968 funding to support education
b) 1973 & 1974 Bilingual Education addressed to ELLs
c) 1984 promotion of developmental/maintenance
d) 1978 Early-Exit transitional Bilingual Education
e) 1994 Sanctioning funding support for Bilingual Education

VIII. **No Child Left Behind Act (NCLB)**

a) Most important points are: Title VI and Title I-known as Title VII now
b) Consolidate Services for Immigrants
c) Set Local Education Agencies (LEAs) responsible for the growth of ELLs and they will get funds
d) Funds of LEAs based on number of ELLs
e) Role of Parents it’s important en Education
f) LEAs will suggest placement of the student into any of the programs, parents will decide YES or NO

g) School Districts will use 95% of funds for direct instruction of ELLs
h) Mandatory test in English- Reading and Language Arts for ELLs after being in a US school for at least 3 consecutive years
i) District will develop Annual Measurable Achievement Objectives (AMAO) to inform parents of success or failure
j) If LEAs fail for 4 years they will need to modify their program, instruction, curriculum
k) If LEAs do not solve the problem they will lose funds

IX. **Legal Documents and Important Court Cases**

a) Serna v. Portales (1972-1974) New Mexico
   Was an important case- successfully seeking support for Bilingual Education
   Kinney Lau, Cases about Chinese students who didn’t understand English.
   **Court ruled:** School Districts that do not provide language support from other language, students are denying them equal access to education
   Aspira: community based organization sued NYC for ELLs.
   **Court ruled:** a citywide assessment and identification of students’ needs of Special Education
d) **Rios v. Reed** (1977) New York City  
   **Court ruled:** the use of L1 instruction for the content areas while developing English proficiency.

e) **Castañeda v. Pickard** (1981) Raymondville, Texas  
   **Court ruled:** That program implementation must be based on sound research with adequate opportunities for students who have access to the full curriculum.

   1982: Was reversed a year later forced to draft a state Plan for Bilingual Education.

g) **Plyer v. Doe** (1982)  
   Guarantees the rights of undocumented immigrants to free public education, no questions about immigrant status and their social security numbers; they can’t deny children of undocumented workers.

h) 1994 California passed proposition 187  
   Reporting to law enforcements people who do not have a right legal status, Plyler v Doe declared this unconstitutional.

**X. Roles of the Federal Government**

a) Office for Civil Rights: offer instruction to address the needs of language minority.  
b) Equal Education opportunities: Prohibits States getting federal funds to deny equal opportunities to people based on race, color, sex.  
c) Schools districts must not assign to classes for mentally retarded on the basis of criteria that measures language development in English.  
d) Richard Riley U.S Secretary of Education, in 2000, endorsed dual language Education.

**XI. Testing and Classification of students**

a) Home language survey:  
   - What language is spoken in your home most of the time?  
   - What language does your child speaks most of the time?

**XII. Screening for Admission to the programs**

a) K-2 oral language test  
b) 3-12 TAKS  
   - Scores at tasks 70% or above  
   - 40% reading in language arts  
c) After the results LPAC will make decision of placement within 4 weeks of initial enrollment  
d) To be reclassified as a fluent English speaker
XIII. Monitoring after placement into programs

a) Students will be monitored for 2 years
b) If students fail LPAC will send them back to Bilingual Education or ESL programs
c) LPAC language proficiency Assessment Committee regulates admission, follow-up, to students in Bilingual Education & ESL programs, after exit they will monitor them for a period of 2 years.

XIV. Transitional Bilingual Education (TBE)-“early exit” & Developmental Bilingual Education (DBE) “late exit”-------Bilingual & ESL Models

a) EARLY EXIT- TBE
1. Mainstream students as quickly as possible, the goal is by 3rd grade- end of 2nd grade should be ready
2. Literacy in L1- native language instruction for K-2 within 45 minutes of ESL
3. L1 should be used for introduction and clarification

b) LATE EXIT (DBE)
1. Instruction 40% in L1
2. Offer 4 or 5 years of treatment; fifth- sixth grade exit

c) TBE
- L1 & L2 → proficiency in one language only
- Literacy L1 & L2 will be complicated

d) DBE
- L1 & L2 → proficiency in both L1 & L2
- Literacy in L1 & L2 will be easy for them

e) TWO WAY DUAL LANGUAGE
1. Promotes maintenance of L1 & L2
2. Program serves language majority (native English speakers) language minority (ELLs)
3. They both learn from each other, peer-teaching situation
4. Instruction in L1 or L2 or alternate

XV. Program Implementation

a) Two teachers (mixed) or team teaching
b) Single teacher (Fully bilingual)
c) Balanced 50/50
d) Minority. Majority 90/10 or 80/20 (largest percentage is minority)

XVI. Program Organization of Two Way

a) Half day alternation
   - Half day L1, then the other in L2
b) One day alternation
   - One day L1, next day in L2
c) Immersion Programs
   - Started in Canada English/French
XVII. Historical Development of the ESL

A) ESL English as a Second Language designated for children whose native language is other than English
B) Field of study at University of Michigan
C) Instruction in L1- ESL for language development
D) Is a component of Bilingual Education at the Elementary schools
E) At least 45 minutes a day

XVIII. ESL Pull-out

a) Students are in mainstream classes and they are pulled-out for 1 or 2 periods during the day to receive English Instruction
b) Disadvantages:
   1. Students miss classes or fall behind while they are pulled-out
   2. Not guided-support to transform knowledge from L1 to L2
   3. They are embarrassed for being pulled-out
c) Most expensive- Least Effective program

XIX. Structured English Immersion

a) To teach English only instruction to ELL
b) They use context clues to simplify instruction
c) Not support for development of language

XX. Sheltered English or ESL Content

a) Academic English instruction to ELL → understandable
b) They use hands-on activities, concrete objects, speech to simplify instruction and help

XXI. Research on Programs Effectiveness

a) Ramirez study (1992) – Late exit, Early exit, Immersion
   1. Early exit / Immersion: showered growth from 1st to 3rd grade in Math, ELA, reading skills, and growth declined as grade levels increased.
   2. Late exit: showed growth 1st to 3rd grade and the following 3rd to 6th grade
b) Thomas and Collier study
   1. Factors that are predictors of academic success, poverty at home, school location, etc

XXII. Accelerated Learning

a) Levin (1987): Enhance and enrich learning amount students in at risk-situations to allow them to catch up academically with their peers.
   1. High expectations
   2. Interdisciplinary curriculum: hands-on activities, critical thinking HOTS, problem solving with real life situations.
3. Parents involvement  
4. Language and culture of minority students

XXIII. Critical Pedagogy

a) Paulo Freire (1970) believes that children are not exposed to a curriculum that reflects their reality and not guided to analyze

XXIV. Strategies used in Bilingual Education

a) **Reciprocal teaching**: teacher and students engage in a dialogue about class content  
1. Summarizing: main content in their own words  
2. Questioning generating: identify most significant content  
3. Clarifying: Parts of the text that may have problems with  
4. Predicting: Predict content base on prior knowledge  

b) **Preview-Review Approach**: teacher introduces the lesson in L1 or L2 and presents the body of the lesson in the other language: introduce L1 - will present L2; introduce in L2 - will present L1  
c) **Concurrent Approach**: both language are used to deliver instruction

A strong cognitive and academic development in L1 has a positive effect in the acquisition of L2

XXV. Components of Language

a) Language is a system composed of several subsystems  
• Phonology: sound of a language  
• Morphology: set of rules for combining sounds  
• Syntax: structure  
• Semantics: meaning of a word  
• Pragmatics: context  

1. Phonology: study of the sound  
i. Phoneme: unit of a sound – 44 phonemes  
ii. Diagraphs: two or more letters representing one sound  
The lack of grapheme-phoneme correspondence in English creates problems for ELLs  
2. Morphology: study of the structures of words or word formations  
i. Derivational morphemes: using prefixes and suffixes  
ii. Inflectional morphemes: ing, es, s, ed- endings  
3. Syntax: organization of word in a sentence  
4. Semantics: meaning of a word  
i. Dennotations: literal meaning  
ii. Connotations: implied meaning  
5. Discourse: combine sounds into words, words into sentences to achieve oral communication.  
6. Pragmatics: Role of context
XXVI. Cognates and False Cognates

a) Cognates: words pronounced and spelled similarly in two languages
b) False cognate: words that reassembles a word in a second language BUT has a different meaning.

XXVII. Stages of Language Development

a) Theories of L1 Acquisition
   1. Behaviorists: believes children are born with a clean slate, and language is added through imitation of parents and caregivers.
   2. Innatist: Chomsky- children are born with innate capabilities- equipped with a template of universal grammar.
   3. Interactionist: reemphasize the importance of both nature and nurture
   4. Acquisition versus Learning:
      • Acquisition: informal, meaningful and natural language interaction-communication
      • Learning: formal, teacher-centered
   5. Strategies that resemble the process of L1 acquisition can promote L2 acquisition

XXVIII. KRASHEN’S FIVE HYPOTHESIS (NOHALMIAF)

a) NATURAL ORDER HYPOTHESIS: learning language in a predictive order
b) AQCUISITON LEARNING: Process of learning words
c) MONITOR: As you speak you are trying to put the words
d) INPUT: Learning has to be comprehensible
e) AFFECTIVE FILTER: Feeling-emotions

Total Physical Response: Recreate the way that children acquire a first language: use of commands, concrete objects and highly contextualized situations.

XXIX. Age and L2 Acquisition

a) Critical-Period Hypothesis: 2years to puberty
b) The Threshold Hypothesis: being able to do good in L1- literacy level- before L2

XXX. Levels of L2 Proficiency

a) Novice
b) Intermediate
c) Advanced
d) Superior (Advanced fluent)

XXXI. Personality Factors and L2 Acquisition

a) Tolerance for ambiguity: avoid situations of frustration due to lack of organization
b) Impulsiveness

c) High Anxiety

XXXII. Other factors influencing Second Language Acquisition

a) Integrative motivation: to learn to talk to other native people
b) Instrumental motivation: to learn just for a specific task-work
c) Absence of school/ Previous school
d) Socioeconomic background
e) Age
f) Home & Community

XXXIII. Language Variation and Modification

a) **Pidginization**: speakers of two different languages come in contact and because they do not understand each other, they develop a simple combined form of both languages
b) **Lingua Franca**: common language used for communication in a multilingual place
c) **Inter-language**: developmental process of mastering a second language
d) **Language Interference**: interference of L1 over structures of L2
e) **Language Transfer**: structures of L1 help the acquisition of structures of L2
f) **Code switching**
g) **Dialects**
h) **Ebonics**: combination of Standard American English and African languages

XXXIV. Patterns and Stages of Literacy in L1 and L2

a) Proficiency in L1 makes the development of proficiency in L2
b) **Reading Readiness vs. Emergent literacy or Conventional Literacy**
   i. Reading readiness was delay until speaking ability was good
   ii. Emerge naturally among children (when parents are reading the newspaper, street signs, and environmental print.

c) Stages of Reading:
   I. **Emergent Reader**: children have the curiosity about print, phonemic awareness (sound and letters- phoneme & graphemes)
   II. **Early Reader**: connect words with written representations, know sight words
   III. **Newly Fluent Reader**: use decoding skills, exhibit fluency and can discuss a text.

   d) Environmental Print: motivate children to read and to guide them to discover the meaning and information available in the environment.

   e) Home Environment: when parents read to children, making a to-do list, reading predictable books.

   f) **Language Experience Approach LEA**: Providing reading opportunities to match students schemata (clusters of ideas about objects, places and events, great to develop student background)
   i. **Share an experience: important information> schemata> background**
   ii. **Talk about it and to dictate to the teacher**
   iii. **Teacher writes the story, and then reads it to the students while pointing to each word.**
iv. Students join the teacher doing choral reading.
v. Students will copy the story and they will take it home.

XXXV. Key components of the Early Reading Process

a) Big books: promote interest in reading
b) Sight words: create a strong foundation in reading
c) Phonics: recognize words based on the way they are pronounced-
   - Single consonants m, p, t
   - Short and long vowels ct- short  by- long
   - Diagraphs ch, th, sh
   - Blends pl, cl, scr- two or more consonants combined
   - Syllabication
d) Bottom-up, Top-down models and Balanced reading:
   - **Bottom-up**: constructing meaning from letters, words, sentences, paragraphs, and whole texts.
   - **Approach**: reading readiness- until children develop their speaking ability
   - **Top-down**: relies on schemata (prior knowledge) the readers bring to the test in their attempting to derive meaning from print.
   - **Approach: Whole Language Approach** (*children make connections between letters, sounds, and meaning*): students form a hypothesis about the words they will encounter and take visual information to test it.
   - **Balanced reading**: combines phonics instruction and whole language approach.

XXXVI. Narrative and Expository writing- Reading to learn

a) Transition to reading to learn:
   - **Narrative**: fiction-describe events or tells a story (beginning, middle & end)
   - **Expository**: non-fiction-explanation of processes (chapters, subchapters)

XXXVII. Development of writing

a) Representation of conventions: children recognize print at age of 2
b) Scribbles: one word meaning everything
c) Mock letters: letters like forms
d) Reversal letters: pq, bd, nu, mw
e) Developmental of Spelling:
   - **Precommunicative stage**: scribbles, mock words
   - **Prephonemic stage**: one or two letters d=dog, ck=cake
   - **Phonemic stage**: three or more letters bok=book, cak=cake
   - **Transitional stage**: more than three fiftee= fifty
   - **Conventional**: they still learning spelling but their way is much better
f) Emergent writing
g) Activities for each stage of writing
   - **Word families** to recognize frequent word patterns
   - **Journal writing**
     i. **Personal journal**: self expression
     ii. **Dialogue journal**: between teacher & student
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h) Writing process: P D R E S
   1. Prewriting- ideas, topics
   2. Drafting- to write ideas down
   3. Revising make changes to the content
   4. Editing- check grammar, punctuation
   5. Sharing: share his/her work

XXXVIII. Assessing Emergent Readers

Formal and Informal Assessment / Evaluation

Assessment: Process of gathering data to make instructional or pragmatic decisions.

Evaluation: an act or instance of evaluating or appraising

a) Types of Assessment:

   ▪ **Formal** (check the whole progress @ district)
     i. Criterion-referenced test: if a student mastered a specific technique
     ii. Standardized or norm-referenced test: measure performance in various skills-comparison of results geographically and in the whole classroom

   ▪ **Informal** (check progress for one student)
     i. Observations
     ii. Child study- peer review
     iii. Conferencing
     iv. Reading: running records, cloze (comprehension), miscue, RI
     v. Writing: rubrics, portfolios

   ▪ **Diagnostic:** background about the topic before instruction is given( KWL chart, Graphic organizer, brainstorming, scaffolding)

   ▪ **Monitoring / Formative:** monitor students while doing literacy activities after or during instruction (listening, conferencing, running records)

   ▪ **Summative:** gather information about a student, assign a grade after instruction.

b) Reasons to assess:
   1. Highlight
   2. Document
   3. Identify: reading level, developmental level, strengths and weakness

c) State Testing Programs:
   1. K-2 TEJAS LEE: el inventario de Lectura en Español de Tejas
   2. TPRI: Texas Proficiency Reading Inventory
TPO: Texas Observation Protocol
2. 3-12 TAKS: Texas Assessment Knowledge and Skills
3. Language Proficiency Test: to make entry/exit decisions in a bilingual classroom
4. RPTE: Reading Proficiency Test in English: measure ELLs annual growth in English
5. TELPAS: Texas English Language Proficiency Assessment System: ELLs will be assured yearly in all areas: listening, speaking, reading, writing according to NCLB.

XXXIX. Differentiating Instruction: Second Language Acquisition

a) Levels of Oral Proficiency:
   1. Novice
   2. Intermediate
   3. Advance
   4. Superior

b) Dichotomy of BICS (Basic Interpersonal Communication Skills- Home English) and CALP (Cognitive Academic Language Proficiency- Academic English)

c) Interdependence of L1 and L2: strong cognitive and academic development in L1 has a positive effect in the acquisition of L2.

XL. Techniques to promote CALP and content mastering

a) Scaffolding
b) Graphic organizers
c) SQ3R: Survey, Questioning, Read, Recite, Review

XLI. Strategies to integrate Language Arts with content in L1 and L2

a) Integrate reading, writing, speaking and listening
b) WHOLE LANGUAGE APPROACH
   ▪ Reading aloud to children
   ▪ Journal writing
   ▪ Silent reading
   ▪ HOTS
   ▪ Student choice in reading materials
c) Language across the curriculum: when teachers in all content areas carry out language development activities associated with their individual content area.
d) LEA LANGUAGE EXPERIENCE APPROACH
e) METACOGNITIVE STRATEGIES: How learning takes place “acumulando información”
f) COGNITIVE STRATEGIES: Using what you learned (using the information)-techniques to improve understanding
g) SOCIAL STRATEGIES
h) SHELTERED ENGLISH
i) COPPERATIVE LEARNING